



What's Your Emotional IQ?

Seminar Goals

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- Identify the major skills that make up emotional intelligence
- Understand the benefits of a healthy emotional IQ
- Develop strategies to enhance your own EQ



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First made popular in Daniel Goleman's book, *Emotional Intelligence*, this concept has heavily influenced how many psychologists understand emotional development and its effects on personal success. 'Emotional Intelligence' refers to our ability to manage our emotional mind with intelligence in every facet of life.

Why did you chose to attend this seminar?

What's your definition of Emotional Intelligence?

What Is Emotional IQ?

What is Emotional IQ?

- Managing emotional impulses
- Understanding another's perspective
- Handling relationships smoothly
- Responding to situations appropriately



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In large part, emotional intelligence is what we have typically called maturity. EQ increases as we deal successfully with our life experiences and gain wisdom.

What's Your EQ?

1. **You're on an airplane that suddenly hits extremely bad turbulence and begins rocking from side to side. What do you do?**
 - a. Continue to read your book or magazine, or watch the movie, paying little attention to the turbulence.
 - b. Become vigilant for an emergency, carefully monitoring the stewardesses and reading the emergency instructions card.
 - c. A little of both a and b.
 - d. Not sure—never noticed.
2. **You've taken a group of four-year-olds to the park; one of them starts crying because the others won't play with her. What do you do?**
 - a. Stay out of it—let the kids deal with it on their own.
 - b. Talk to her and help her figure out ways to get the other kids to play with her.
 - c. Tell her in a kind voice not to cry.
 - d. Try to distract the crying girl by showing her some other things she could play with.
3. **Assume you're a college student who had hoped to get an A in a course. You just found out you got a C- on the midterm. What do you do?**
 - a. Sketch out a specific plan for ways to improve your grade and resolve to follow through on your plans.
 - b. Resolve to do better in the future.
 - c. Tell yourself it really doesn't matter much how you do in the course; concentrate instead on other classes where your grades are higher.
 - d. See the professor and try to talk her into giving you a better grade.
4. **Imagine you're an insurance salesman calling prospective clients. Fifteen people in a row have hung up on you; you're getting discouraged. What do you do?**
 - a. Call it a day and hope you have better luck tomorrow.
 - b. Assess qualities in yourself that may be undermining your ability to make a sale.
 - c. Try something new in the next call; keep plugging away.
 - d. Consider another line of work.
5. **You're a manager in an organization that is trying to encourage respect for racial and ethnic diversity. You overhear someone telling a racist joke. What do you do?**
 - a. Ignore it—it's only a joke.
 - b. Call the person into your office for a reprimand.
 - c. Speak up on the spot, saying that such jokes are inappropriate and will not be tolerated in your organization.
 - d. Suggest to the person telling the joke he go through a diversity training program.

What's Your EQ? (Continued)

6. **You're trying to calm down a friend who has worked himself up into a fury at a driver in another car who has cut dangerously close in front of him. What do you do?**
 - a. Tell him to forget it—he's okay now and it's no big deal.
 - b. Put on one of his favorite tapes and try to distract him.
 - c. Join him in putting down the other driver, as a show of rapport.
 - d. Tell him about a time something like this happened to you and how you felt as mad as he does now, but then you saw the other driver was on the way to a hospital emergency room
7. **You and your life partner have gotten into an argument that has escalated into a shouting match; you're both upset and, in the heat of anger, making personal attacks you don't really mean. What's the best thing to do?**
 - a. Take a 20-minute break and then continue the discussion.
 - b. Just stop the argument—go silent, no matter what your partner says.
 - c. Say you're sorry and ask your partner to apologize, too.
 - d. Stop for a moment, collect your thoughts, then state your side of the case as precisely as you can.
8. **You've been assigned to head a working team that is trying to come up with a creative solution to a nagging problem at work. What's the first thing you do?**
 - a. Draw up an agenda and allot time for discussion of each item so you make best use of your time together.
 - b. Have people take the time to get to know each other better.
 - c. Begin by asking each person for ideas about how to solve the problem, while the ideas are fresh.
 - d. Start out with a brainstorming session, encouraging everyone to say whatever comes to mind, no matter how wild.
9. **Your 3-year-old son is extremely timid, and has been hypersensitive about—and a bit fearful of—new places and people, virtually since he was born. What do you do?**
 - a. Accept that he has a shy temperament and think of ways to shelter him from situations that would upset him.
 - b. Take him to a child psychiatrist for help.
 - c. Purposely expose him to lots of new people and places so he can get over his fear.
 - d. Engineer an ongoing series of challenging but manageable experiences that will teach him he can handle new people and places.

What's Your EQ? (Continued)

10. For years you've been wanting to get back to learning to play a musical instrument you tried in childhood, and now, just for fun, you've finally gotten around to starting. You want to make the most effective use of your time. What do you do?
- a. Hold yourself to a strict practice time each day.
 - b. Choose pieces that stretch your abilities a bit.
 - c. Practice only when you're really in the mood.
 - d. Pick pieces that are far beyond your ability, but that you can master with diligent effort.

Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam Books.

What's Your EQ? (Continued)

200—Highest Score

175

150

125

100—Average

75

50

25

0—Best to try again another time

Your Answers:

1. Anything but D—that answer reflects a lack of awareness of your habitual responses under stress. A=20, B=20, C=20, D=0.
2. B is best. Emotionally intelligent parents use their children's moments of upsets as opportunities to act as emotional coaches, helping their children understand what made them upset, what they are feeling and alternatives the child can try. A=0, B=20, C=0, D=0.
3. A. One mark of self-motivation is being able to formulate a plan for overcoming obstacles and frustrations and follow through on it. A=20, B=0, C=0, D=0.
4. C. Optimism—a mark of emotional intelligence—leads people to see setbacks as challenges they can learn from, and to persist, trying out new approaches rather than giving up, blaming themselves or getting demoralized. A=0, B=0, C=20, D=0.
5. C. The most effective way to create an atmosphere that welcomes diversity is to make clear in public that the social norms of your organization do not tolerate such expressions. Instead of trying to change prejudices (a much harder task), keep people from acting on them. A=0, B=0, C=20, D=0.
6. D. Data on rage and how to calm it show the effectiveness of distracting the angry person from the focus of his rage, empathizing with his feelings and perspective, and suggesting a less anger-provoking way of seeing the situation. A=0, B=5, C=5, D=20.

What's Your EQ? (Continued)

7. A. Take a break of 20 minutes or more. It takes at least that long to clear the body of the physiological arousal of anger—which distorts your perception and makes you more likely to launch damaging personal attacks. After cooling down you'll be more likely to have a fruitful discussion. A=20, B=0, C=0, D=0.
8. B. Creative groups work at their peak when rapport, harmony and comfort levels are highest—then people are freer to make their best contribution. A=0, B=20, C=0, D=0.
9. D. Children born with a timid temperament can often become more outgoing if their parents arrange an ongoing series of manageable challenges to their shyness. A=0, B=5, C=0, D=20.
10. B. By giving yourself moderate challenges, you are most likely to get into the state of flow, which is both pleasurable and where people learn and perform at their best. A=0, B=20, C=0, D=0.

The Five Basic Emotional Competencies

The Five Basic Emotional Competencies

- Self-awareness
- Emotional management
- Motivation
- Empathy
- Social skills



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Notes:

Self-Awareness

Self-Awareness

- Knowing what we are feeling
- Admitting to having emotions
- Paying attention to “gut feelings”



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- Self awareness is knowing what we are feeling.
- Self awareness is paying attention to gut feelings.
- Self-awareness creates a basis for making good decisions that we won't regret later on.

A “Feeling” Vocabulary

Happy
Proud
Guilty
Afraid
Jealous
Overwhelmed
Lonely



Disappointed
Sad
Angry
Scared
Calm
Nervous
Surprised



Honored
Grateful
Hurt
Unappreciated
Anxious
Confused
Frustrated
Unsure



Strategies for Enhancing Self-Awareness

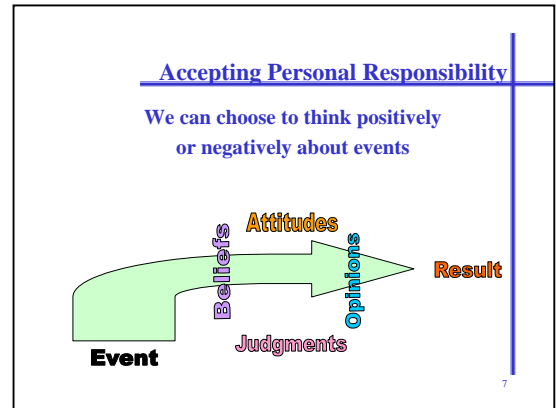
Strategies for Enhancing Self-Awareness

- Accept personal responsibility
- Resolve problems constructively
- Develop relationship with self



- Choose to accept personal responsibility for creating a healthy emotional environment.
- Take positive action to resolve problems and view yourself as competent and compassionate.
- Develop your relationship with yourself.
- Spend time with people who support a positive relationship with yourself.

Accepting Personal Responsibility



Notes:

Handling Emotions

Handling Emotions

Making positive choices that lead to:

- ✓ Positive relationships
- ✓ Healthy solutions to problems




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Handling our emotions means making choices that lead to positive relationships and healthy solutions to problems.

Strategies for Handling Emotions

Strategies for Handling Your Emotions

- ✓ Take charge of how you think
- ✓ Keep long-term goals in focus
- ✓ Reduce your stress level



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- Take charge of the way you think about things.
- Keep long term goals in focus.
- Reduce stress levels

Reducing Your Stress Level

Reducing Your Stress Level

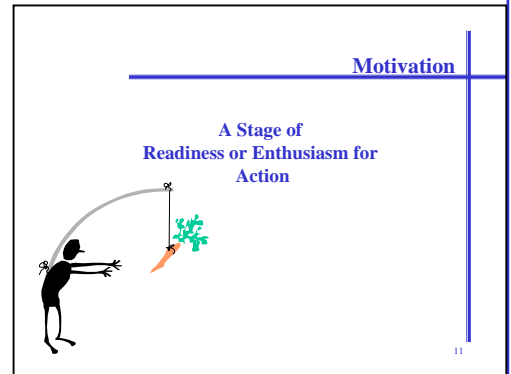
- Relax or meditate
- Exercise
- Engage in positive social activities
- Learn how to manage anger
- Copy someone who manages stress well



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Notes:

Motivation



Notes:

Strategies for Enhancing Your Motivation

Strategies for Enhancing Your Motivation

- Use positive self-talk
- Be optimistic



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- Use positive self-talk.
- Be optimistic.

Empathy

Empathy

- Understanding how another person feels
- Responding appropriately to another person's feelings



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Empathy is the ability to understand how another person feels; walking a mile in that individual's shoes.

Strategies for Enhancing Empathy

Strategies for Enhancing Empathy

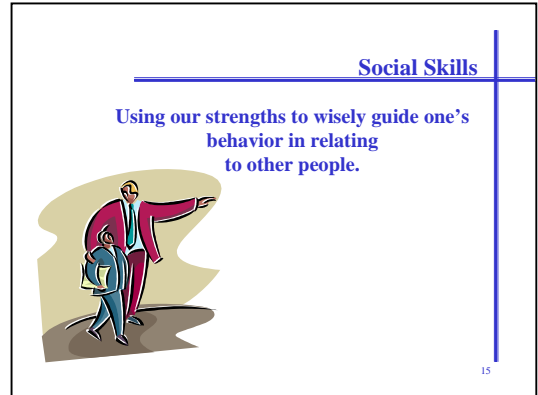
- Consider the other person's point of view
- Avoid judging, criticizing or blaming
- Pay attention to how a person says something
- Validate his or her point of view (you don't have to agree)
- Be compassionate
- Be understanding



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- Consider the other person's point of view.
- Pay attention to how the person expresses something.
- Respond to the other person's point of view.
- Be attuned to the other person.
- Be compassionate.
- Support the other person's ability to handle the situation.

Social Skills



- Social skills includes the ability to manage our own reactions, e.g. anger, distress or excitement, within the context of the relationship
- Social skills require patience
- Social skills require some level of empathy with another's feelings.
- Social skills involves both intrapersonal and interpersonal skills

Strategies for Enhancing Social Skills

Strategies for Enhancing Social Skills

- Contain reactions
- Be patient
- Show empathy
- Know your own emotions
- Understand another's feelings
- Handle disagreements well
- Lead other people



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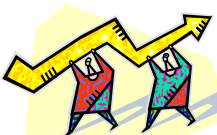
- Pay attention to emotional and interpersonal cues in ourselves and others.
- Interpret emotional and interpersonal cues correctly.
- Respond to emotional and interpersonal cues appropriately.
- Know yourself, your values and principles, and be true to them.

To Make a Difference

To Make a Difference

Make a difference, continually work on increasing emotional intelligence:

- Self-manage behavior
- Respond effectively to other's behavior
- Remain optimistic
- Learn from setbacks



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Emotional intelligence is the greatest indicator of success in life.

Emotional intelligence is learned and can be improved by:

Setbacks are opportunities to learn: take a scientific approach